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A GERMAN CONTRIBUTION TO EDUCATION FOR VOCATION AND CITIZENSHIP

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When Professor Hanus some three years ago called attention to the *Fortbildungsschulen* of Munich, he rendered an important service to American education. The great interest shown in the *School Review* article and the wide circulation of reprints and frequent calls for addresses on the subject all showed how great are our needs in this direction. The more recent report of the Industrial Commission of the state of Massachusetts and the movement toward the more definite placing of responsibility for industrial education throughout the country give promise that, in time, we shall deal more adequately with this problem.

There is no lack of emphasis upon training for leadership, and many of our social ills find their alleged justification, in the end, in the recognized necessity for the results of leisure, margin, and surplus in the years of growth of those who have superior ability. There is much less said about the function of training, initiative, and reduction of waste and fatigue in the lives of others than leaders. However, as the principle of co-operation, to some extent, replaces that of exploitation, the fact becomes more evident that, in industry and politics alike, the degree of advancement possible on the part of leaders has no more important factor than the extent to which the other members of that social group are able to understand and forward the movement.

Europe has much to offer to the student who seeks for material that will have value in democratic education, but I have found nothing more significant in its bearings upon our elementary and secondary school questions than this work of Dr.

Kerschensteiner in Munich. While changes are coming about in German secondary schools, the conditions of organization offer many difficulties and effective changes seem unreasonably slow. I would cite as an instance the making efficient the courses in the *Realschulen*. Meanwhile, outside the carefully fenced secondary field, a system of real secondary training, as we understand the term, is developing; in Europe one must remember that elementary usually means lower class, and secondary, upper class; the difference is not a matter of maturity and age. The effect of this movement in its own field will be increasingly great; what influences it will have in the more exclusive circles, within a generation, one cannot tell, but it promises to be an important factor there also.

The *Fortbildungsschule* situation in Germany is divided into two camps. In one the school workshop and what that stands for in education is put as far as possible in the background; in the other it is made the center of the problem. One would cling to what is left of the apprentice system and leave the practical training of the boys to their masters in the industries in which they are at work; the other is unwilling to recognize a dualism in the situation, but considers that the school must undertake the education of the apprentices, making use of whatever the trade or factory can supply, but not expecting from that side what changed social conditions will no longer permit it to furnish.

It is not fair to press the division too far, but one is struck by the way in which the old rationalism-empiricism controversy asserts itself in this field as elsewhere. Practically the issue seems to me, to a considerable extent, to be one of funds and, in part, the opposition to the workshop has been due to the lesser cost of the other form of organization.

Dr. Franz Kuypers of Cologne, formerly of Dusseldorf, is the principal representative of the first school and Dr. Kerschensteiner, of the latter. Dr. Kuypers has recently published a little book, *Volksschule und Lehrerbildung in den Vereinigten Staaten* (Teubner). It is one of the best criticisms in brief form of some phases of American schools which we have.

A book by Dr. Kerschensteiner has also appeared this year, *Grundfragen der Schulorganisation*, published by B. T. Teubner, Leipzig. It is a work of much consequence. Here is a man trained for the *Volksschule*, who in his later teens, decides to become a *Gymnasium* teacher, makes up rapidly the classical requirements and takes a university course. As a teacher his work was marked by originality and the same spirit was evident when he became *Schulrat* in Munich, a position somewhat like that of our city superintendent although not in charge of secondary schools. He became better known through winning a royal academy prize by writing, "The Civic Training of the German Youth." It is in this production that one finds the keynote of all that he has done and plans to do. He applies to education the idea of vocation in a narrow and broad sense; the former is worked out as stated above in reference to the workshop and the trade; the latter has to do with the youth as a citizen. In another field the author has attained prominence; he has published an extensive study of children's drawings using material from Europe, America, and Japan for this purpose.

When a book appears by a man of so wide experience one expects to find in it valuable material and, in this case, he is not disappointed. The author has kept perhaps too carefully within his own experiences. One could wish at times that he had allowed himself to speak more freely with reference to some questions he touches upon. But when one considers the subjects given he is thankful to have so wide a range treated in a practical manner. The sections are as follows: I. The Period between School and Military Service; II. Training for Vocation or a General Training; III. Productive Labor and Its Educational Value; IV. The Building-up of the Elementary School; V. Reorganization of the Industrial School System in Munich; VI. The Three Fundamental Principles for the Organization of the Continuation Schools; VII. The Establishing of the Girls' Continuation School; VIII. A Duty of the City Government; IX. Five Fundamental Considerations for the Organization of Secondary Schools; X. The Training of Teachers.

The following diagram gives the author's plan for a complete system covering twelve school years:

PUBLIC SCHOOLS					
Professional School			Higher Technical School		
18	Gymna-	Realgym-	Technical	Continu-	12
17		nasium		ation	11
16	sium	and Real-	School	School	10
15		schule			9
14	Middle School		Common School	8	
13	for		for	7	
12	Professional		Practical	6	
11	Callings		Callings	5	
10	Common School		4		
9	for		3		
8	all		2		
7th year of age	Social Classes		1st school year		

It will be observed that this scheme would call for compulsory education through the eighteenth year (for part time only from fourteen to eighteen). To our American advance guard now hesitating over the leap to the sixteenth year, this seems a radical step, but the author has no doubt of the desirability of it. He sees in the first four years an opportunity for a democratic primary school in which the first school foundations of calling and of civic life can be laid. Anyone acquainted with the textbooks he has written, especially the little primer for beginners, and with the newer organization of drawing in the Munich schools, finds in these a prophecy of the rich and varied yet practical curriculum into which this section of the school is coming.

The same general principles apply to the middle schools in which the division will be with reference to social classes in so far as preparation for vocation makes this separation necessary. Through this whole elementary period instruction and material are free, and above this the same principle applies in so far as a family's financial resources are not adequate to provide the cost

of training in lines for which the student has real fitness. Emphasis is laid upon training for productive labor and for the pleasures of life. Health considerations also are kept to the front.

The third division on the practical side leads at once to that section of the school to which Dr. Kerschensteiner has made his great contribution, the continuation schools (*Fortbildungsschulen*). In 1895 the generally unsatisfactory conditions in Munich led to a reorganization on the basis of the following principles:

1. The work must all center about practical instruction.
2. The idea of the common interests of all the citizens of the state must be taught.
3. The continuation school which would educate for citizenship must give a clear understanding (*Einsicht*) and will (*Wille*) and the opportunity to exercise these powers.

The classes were organized according to industries and each class was connected with a labor union of that trade. By this means are avoided an overproduction and overcrowding like that for which the professions find fault with the higher schools in Germany. Actual conditions of need determine what trade a boy shall enter, but the school is expected to help him reach his greatest efficiency in his chosen work. There has been also a steady advance in the requirement that the training shall be done at hours when the young apprentice can get the most from it and not when he is tired out. On the other hand there is no school work during the heaviest season of the trade, and school work is most emphasized during the dull season. General courses are provided for those who are not definitely employed in trade.

It must be borne in mind that the industrial situation in Munich is that of a city of trades and not one of factories. It is on the whole fortunate that the problem has been attacked in so thoroughgoing a fashion first of all in a city of this type, as its achievements have a wider bearing than would be the case in a community given over to a few industries. The factory town, however, offers great difficulties, and the man who meets

them will have pioneer work to do. Dr. Kerschesteiner is fully alive to these questions and rightly feels that all the people in all trades must be trained to an appreciation of social conditions in order to make possible a larger life for the man in the factory who, at present, can have little of this in his day's work and, all the more, needs a fuller consciousness of his civic vocation.

We naturally turn with considerable hope to the section dealing with the higher training of girls, but what we find is disappointing. What is said about the training for the home is good, but there is not found here the breadth of view evident throughout the rest of the work.

In discussing the more conventional secondary schools, there is a call for changes which many Germans condemn under the name of American tendencies. Among these are the separate schools whose major task shall be classical and modern languages, science and mathematics, or technical work, etc., while due consideration is given to the other chief interests of men by means of minor subjects; adequate arrangements for flexibility in the compulsory work and provision for electives; greater consideration for the needs and possibilities of the individual student. In addition to these he desires a greater concentration of energy within a less extensive range of subjects (which we can scarcely claim as an American tendency) and a recognition that the maturity and more favorable social conditions of these students give an important but unused opportunity for valuable training for citizenship in word and deed.

The section dealing with the training of teachers is rendered most noteworthy for the entertaining autobiographical experiences of the author. Progress in this department has been slow because of the relation of the church to the school and of the state of the national finances. Here again it is productive work that counts and there is the same insistence on concentration. The teacher's training in the preparatory school should be on a broad scientific basis while in the normal school it should be mainly in pedagogy with the allied subjects, physiology, psychology, and ethics, with some exact work in mathematics or

physics. It is urged that each pupil be allowed to choose one subject himself.

For the German boy of all occupations and social classes, beyond the compulsory period in the school lies that of military service, lasting for one or more years. I hope that someone will give us a study of the educational value of these years in the training of the young men of continental states, and also of the ways in which the American youth needs and gains similar experience. The question is one of much greater consequence than appears to those who look upon it as merely a matter of preparing for war. The first chapter deals with this larger problem and brings out more clearly than does any other the peculiar difficulties in the German situation. There is on one hand, a consciousness of the dangers, through the influence of petty politicians, that beset the young man on first coming of age. To anyone acquainted with present-day politics in Germany the name "Social Democrat" seems written between the lines. To many this demand for a longer compulsory school period together with control of whatever time elapses before military service begins and the time of the service itself means a protective environment lasting up to maturity, by means of which the government will so thoroughly indoctrinate and train the young voter that he will not possibly go astray thereafter. The opportunities of the boarding-school for providing better care are discussed and acquaintance is shown with the most interesting experiments of Dr. Hermann Lietz in his *Landerziehungsheime*.

But this conservative side can easily be overrated. There is full recognition of the value of voluntary association in the control of athletics, games, sports, social affairs, etc. Germany and other countries are searched to provide illustrations of independent laboratory work and the placing of responsibility on social lines. The truth of a statement recently made by Kuno Francke is evidently appreciated.

By whatever ill-sounding name we may call it—bureaucracy, officialdom, governmental caste, or what not—the fact remains that the government service, both civil and military, has during the last 200 years been the chief

taskmaster of the German people in its evolution to national greatness, the strong force in the gradual working out of an enlightened public opinion.

But there is a conception of progress in many lines and the call is for a self-active, participating individual with full opportunity for initiative.

This is not the usual form of a German work on education. Much that is in it is by no means novel to the American reader, but it is worth while to see what ideas appeal to an advanced thinker in another country who has successful achievement upon which to rest his programme and his prophecy.

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